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ABSTRACT

This report provides 1984-85 information on the activities and achievements of Gainesville Junior College's (GJC's) Minority Advising Program (MAP). After an introductory overview of the program, the first section describes the operation of the program in which 17 staff members and 69 of the 105 minority students at the college participated. The following sections describe the follow-up to the MAP and present a program evaluation, based on a survey of student participants, unit leaders, and program resource persons. This section includes a statement of the six program goals; i.e., to invite each minority student to participate in the program; ensure that participants were aware of the services available at GJC; provide special help situations and opportunities to participants; help participants maintain a grade point average of at least 2.00; have the retention rates of MAP participants at least equal that of non-participants; and have at least 60% of the minority students enroll in MAP. In this section, the outcomes of the program are related to program goals; the performance of MAP participants is compared to minority student non-participants; and a breakdown of student evaluations of the MAP program is presented. Evaluation highlights included the following: (1) 65.7% of the black students at GJC were enrolled in the MAP; (2) nearly two-thirds of the participating students who responded to the MAP survey felt that the program made it easier for them to get help; and (3) while the average Scholastic Aptitude Test Score of the MAP students was lower than that of non-participants, a greater proportion of MAP students (76.8%) than non-participants (61.0%) were in good academic standing in 1984-85. Questionnaires and related materials are appended. (HB)

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ED257508

# GAINESVILLE JUNIOR COLLEGE
# MINORITY ADVISING PROGRAM REPORT
# 1984-85

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Doyle Webb

May 20, 1985

JC 850 283

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GAINESVILLE JUNIOR COLLEGE

(Abstract of Minority Adivising Program Report, 1984-85)

I. Organization of Program

The Gainesville Junior College Minority Advising Program involved 65.7% of the enrolled black students. The 17 staff members were recruited from a wide range of personnel. Each staff member served on a committee (Goals, Evaluation, Programs, etc.); and eight were also unit leaders. The typical advising unit consisted of six students and one faculty member as unit leader. Generally, the advisor had at least five informal face-to-face contacts, sent five written communications to each student, made one telephone call, and provided academic, personal, and career assistance to her advisees.

II. Activities

The most successful activities at Gainesville Junior College were the informal, one-to-one contacts between the unit leaders and MAP students. During the fall and winter quarters, minority students, faculty, staff, administrators, and black leaders from the community participated in programs focusing on black accomplishments and opportunities. Numerous social activities were organized on both the unit level and total-program level. Also, assistance was provided through workshops, seminars, programs, informal contacts, and referrals to established offices in obtaining information about financial aid, career counseling, academic-major counseling, academic tutoring, improving study skills, and information about vocational opportunities related to the students' majors. The President and Dean of the College were involved and highly visible throughout the year as unit leaders and MAP-at-large program participants. The students' exposure to and interactions with such role models as these administrators, as well as their unit leaders and other staff participants, several black community leaders, and alumni provided numerous opportunities for the MAP participants to discuss their educational experiences and future plans. Surveys conducted at the end of the year, and feedback received on unit-leader reports indicated the activities were very effective.

III. Evaluation

Early fall quarter specific goals were set for the program. To measure the success in meeting these established goals, a four-pronged evaluation procedure was utilized: (1) a continuous informal evaluation process occurred throughout the year as various groups met, discussed, and planned MAP activities; (2) unit leaders maintained detailed records of activities and actions they had with their MAP advisees; (3) selected student-information data were generated from the student records files and used to evaluate particularly academic success and retention; and (4) surveys were conducted to assess the perceptions of

student participants, unit leaders, and other program staff members relative to the success and effectiveness of the program. The results of these evaluations indicated the established goals were all met, and in most cases exceeded.

IV. Follow-Up

The sophomore students will again be invited to continue their participation in the program. An attempt will be made to contact any enrolled students who drop out of the Minority Advising Program and/or the College and to ascertain their reason(s) for dropping out. Efforts will be made through discussion with the students to determine if they have unmet needs and ways the institution might better assist the students in satisfying these needs. Students who drop out of school between quarters will be contacted by telephone and/or through a written communication, and followed-up in a similar manner.

## MINORITY ADVISING PROGRAM EVALUATION

*Part I* – Number of participants:

| Minority Freshmen | Students Attending 1-3 Activities | Students Attending 4 or More Activities | Advisors in MAP | |
|---|---|---|---|---|
| | | | Faculty/ Professional Staff | Other |
| 69 (includes 16 sophomores) | 12 | 57 | 8 | 7 faculty/professional staf and 2 staff served as resource persons |

(Include freshmen transfers; count as an activity an organized occasion planned by the director or individual advisor; contacts include estimate of letters, telephone calls, et cetera, made by advisors; "other" advisors include any advisor not classified as a faculty member or professional staff.

*Part II – Activities* List and describe the five activities which were most successful:

| Activity | Description |
|---|---|
| Informal face-to-face interactions between unit leader—MAP 1. students | Continuing contacts between unit leaders and MAP participants which are described in greater detail in the narrative section of the report |
| Entertainment Program: 2. Harambee Singers | As African artists in the 20th century, the Harambee Singers regard their musical tradition as "one of transmitting vital feelings, information about the realities of our lives—sometimes bitter, sometimes sweet, but alw rea |
| 3. Fall Quarter Luncheon | Luncheon for MAP students, staff, invited guests from black community. Featured speaker was Dr. Peter Silver, Asst. Prof. of Pol Sci., Kennesaw College. Topic: "Trends for Employment and Opportunitie in the State of Georgia for Blacks." |
| "Black History Month" Dinner 4. Winter Quarter | Dinner held in conjunction with Black History Month celebration for MAP participants and invited guests. Address entitled "The Significance of Black History Month" by Dr. Dorothy Yancey, Acting Director of the School of Social Sciences, Ga. Tech. |
| 5. Spring Quarter Picnic | Picnic by the lake and social activities scheduled on May 29. Invited gues will be GJC black alumni. Responses received thus far from MAP students indicate a good turnout is expected |

You may wish to mention an unsuccessful activity so that others may profit from your experience. Use additional sheets if necessary.



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Part III--Program Description

The 1984-85 MAP staff at Gainesville Junior College consisted of 17 persons: the coordinator, eight unit leaders, and eight resource persons. The 17 staff members were recruited from a wide range of personnel functions, including representation from the Offices of President, Dean, Guidance Center, Registrar, Financial Aid, Computer Center, Learning Resource Center, Continuing Education, and the instructional staff.

In addition to serving as unit leaders or resource persons, all staff members served on one of the following committees, with the coordinator serving as ex-officio on all committees:

Objectives/Goals
Programs/Speakers
MAP Program Evaluation
Luncheons
Seminars/Workshops
Publicity/Utilization of Black
Alumni and Community Leaders

The students were organized into eight units. A total of 69 (65.7%) of the 105 minority students participated in the Minority Advising Program.

A typical unit (mythical): (1) consisted of six students (sex ratio of males to females 3:4; four freshmen, two sophomores; one international student); (2) had one unit meeting; (3) had a social science female faculty member as its leader who made at least five informal face-to-face contacts, sent five written communications to each unit member, made a minimum of one telephone call to her MAP students, had students who attended at least one MAP-at-large meeting, gave academic assistance to four students, provided personal assistance at least twice, and gave career assistance to one or more advisee.

Part IV--Description of Follow-Up Program

1. In addition to services available to all students, the MAP students will be invited and encouraged to continue in MAP at the sophomore level. All but two of last year's MAP students who returned fall quarter responded to such encouragement this year, and re-enrolled in the program fall quarter.

2. The only students who dropped out of the MAP program either withdrew during the quarter or did not return after completing fall or winter quarters. In accordance with college procedures, all students who withdraw during the quarter do so through the Guidance Office. As part of the withdrawal process, an attempt is made to ascertain the reason(s) for dropping out. Efforts are made with the students to determine if there are unmet needs, and how the institution might better assist the students in satisfying any indicated needs. Further, MAP advisors keep contact and work closely with their students who give evidence that they might drop-out.

An additional follow-up effort was made this year during winter quarter. A questionnaire was mailed to all fall quarter students who did not return winter quarter (Attachment A). The information provided by the respondents to this questionnaire is being responded to through the President's Office.

Part V--Program Evaluation

1. In accordance with program plans made at the close of the 1983-84 program, a concerted effort was made to improve the evaluation process. Specific program objectives were set early fall quarter, and forms were developed for the reporting of activities/actions occurring within the advisement units (Attachment B).

While these forms and the others described below served as the basis for a formal evaluation, informal, continuous evaluations occurred throughout the year as the program's committees met, discussed, and planned the various program activities. Other input concerning the program was provided through the unit leaders from involved students and interested faculty and staff.

A survey was made using MAP student participants, unit leaders, and others who served as resource persons to the program. Attachment C is a copy of the questionnaire used in the survey of students, and Attachment D is a copy of the survey used by the leaders/staff. Responses were received from thirty of the sixty-nine students (43.5%), all eight of the unit leaders, and five of the eight other staff members.

Further formal evaluation of the program was done by using selected student-information data. The 69 participating minority students were compared with the 36 other minority students who chose not to participate in the Minority Advising Program. Characteristics compared include sex, SAT scores, GPA, hours carried versus hours passed, academic standing at mid-spring quarter, 1985, non-returnees, and the last quarter attended. Due to the fact that the due date of this report is prior to the end of spring quarter, the assessment is necessarily limited and incomplete for the 1984-1985 year.

The surveys, the comparisons made using the student-information data as described above, and the activity/action information provided by the unit leaders, were all utilized to formally assess the program's

effectiveness in meeting the following goals of the program that were developed early fall quarter by the Goals/Objectives Committee members.

The Goals of the 1984-1985 GJC Minority Advising Program are to:

(1) invite each minority student to participate in MAP.

(2) insure that MAP participants are informed concerning the variety of services available at Gainesville Junior College.

(3) provide special help situations and opportunities (i.e.: test-taking skills, time management skills) to participants.

(4) help participants maintain a minimum of 2.00 GPA.

(5) have the retention rate of MAP participants at least equal to those minority students who elected not to participate in the program.

(6) have at least 60% of the minority students enroll in the MAP.

Survey data. In items numbered 7 and 8 on the student questionnaire, students were requested to check the ways the program was helpful to them (Table 1). The numerical entries preceding each statement reflect the percentage of respondents who checked the various items.

Students, unit leaders, and staff were requested to rate the effectiveness of several aspects of the program, using a rating scale of 1 to 5, with "1" denoting "Very Poor" and "5" being "Very Good." The figures in Table 2 reflect the mean scores of selected items as rated by the respondent groups.

Table 1. PERCENT OF STUDENTS RESPONDING TO STATEMENTS IN ITEM NOS. 7 and 8 OF THE STUDENT SURVEY-EVALUATION OF THE 1984-85 MINORITY ADVISING PROGRAM

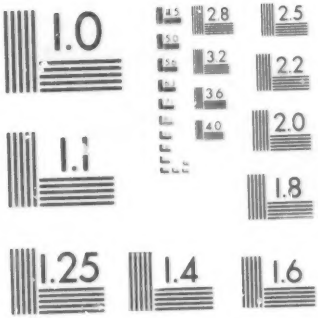
| | |
|---|---|
| Item 7. | In what general ways was the program helpful (Check ALL that apply): |
| 67.7% | a. Made me feel that the College really cares about me and my personal needs |
| 63.3% | b. Made it easier to get help if needed |
| 66.7% | c. Helped me to ENJOY being a student at GJC |
| 50.0% | d. Helped me to BE MORE SUCCESSFUL in my college work |
| Item 8. | What specific kinds of help did you receive (check ALL that apply): |
| 33.3% | a. Help with one or more of my courses |
| 26.7% | b. Deciding on a college major |
| 33.3% | c. Developing better study skills |
| 16.7% | d. Deciding on a Career |
| 23.3% | e. Learning how to use the Library |
| 16.7% | f. Finding a part-time job |
| 10.0% | g. Finding a place to live while attending GJC |
| 10.0% | h. Transportation/car-pool arrangements |
| 13.3% | i. Time management--Planning my daily schedule |
| 20.0% | j. How to get involved with student activities: clubs, intramurals, etc. |
| 13.3% | k. Assistance with personal or family problems |
| 13.3% | l. Better management of finances |
| 26.7% | m. Obtaining information about other colleges |

Table 2. MEAN RATINGS OF STUDENTS, UNIT LEADERS AND OTHER FACULTY/STAFF OF SELECTED ASPECTS OF THE 1984-85 MINORITY ADVISING PROGRAM

| PROGRAM ASPECT | STUDENTS | UNIT LEADERS | OTHER FACULTY/STAFF |
|---|---|---|---|
| Composite rating of program "activities"[1] | 3.61 | 3.48 | 4.36 |
| Unit Meetings | 3.33 | 2.14 | N/A |
| Individual assistance given students by unit leaders | 3.74 | 2.25 | N/A |
| Overall effectiveness of program | 3.67 | 3.25 | 3.67 |

[1]The "activities" included in the composite rating are detailed in Item 5 of the Student Survey and in Item 3 of the Unit Leader Survey (See Attachments C and D).

Selected Student-Information Data. A list of all black students was generated from the 1984-85 student records along with the sex, SAT scores, winter quarter 1985 cumulative number of credit hours passed, winter quarter 1985 academic standing, and the last quarter attended for each of these students. This list of the 105 minority students who had enrolled during the 1984-85 academic year was divided into two groups: (1) participants--those who had participated in the Minority Advising Program, and (2) non-participants--those who did not participate. A comparison is shown in Table 3 of the two groups on several dimensions using the data generated.




MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

Table 3. COMPARISON OF MINORITY STUDENTS WHO PARTICIPATED IN THE MINORITY ADVISING PROGRAM WITH NON-PARTICIPATING MINORITY STUDENTS, 1984-85.

| DIMENSION | MAP PARTICIPANTS | NON-PARTICIPANTS |
|---|---|---|
| 1. Minority Students | | |
| a. participants/Non-Participants | 65.7% (69) | 34.3% (36) |
| 2. Sex | | |
| a. Female | 58% (40) | 47% (17) |
| b. Male | 42% (29) | 53% (19) |
| 3. Average SAT Score | 582 | 660 |
| 4. Average GPA (end Winter Quarter) | 2.37 | 2.22 |
| 5. Academic Hours Carried vs. Passed | | |
| a. Same | 53.6% | 36.1% |
| b. Less than 6 hours difference | 13.0% | 22.2% |
| c. 6-10 hours difference | 2.9% | 11.1% |
| d. 11 or more hrs. difference | 7.3% | 8.4% |
| e. 000[1] | 23.2% | 22.2% |
| 6. Academic Standing Mid-Spring Quarter | | |
| a. Good[2] | 76.8% (53) | 61.0% (22) |
| b. Probation[3] | 15.9% (11) | 19.5% ( 7) |
| c. Exclusion[4] | 7.3% ( 5) | 19.5% ( 7) |
| 7. Non-Returns to GJC | | |
| a. After Fall Quarter | 10 | 14 |
| b. After Winter Quarter | 12 | 9 |
| c. TOTAL | 31.9% (22) | 63.9% (23) |
| 8. Last Quarter Attended | | |
| a. Fall | 14.5% (10) | 38.9% (14) |
| b. Winter | 17.4% (12) | 25.0% ( 9) |
| c. Spring | 68.1% (47) | 36.1% (13) |

[1]Includes new students Spring Quarter and students who have not taken college-credit academic courses.

[2]Includes new Spring Quarter students and all students considered as being in good standing.

[3]Includes Probation I, Probation II, and Readmitted But Progressing students.

[4]Includes students on academic exclusion and final exclusion.

Unit Leader MAP Activity/Action Record Data. Each unit leader was provided a set of record sheets and directions on which to record the various type of involvements they had with their MAP unit members (See Attachment B), including all informal face-to-face interactions; written communications; telephone contacts; participation in unit meetings and at-large MAP programs; academic, personal, and career assistance provided; and any other forms of contact with/assistance given their MAP advisees. In addition, they were requested to indicate activities/actions that specifically helped meet stated goals/objectives. Data from these reports are presented in Tables 4, 5, and 6.

Discussion of Assessment Data as Related to Stated Goals. Following is a listing of the goals and an assessment of their attainment based on the data presented in Tables 1-6.

GOAL 1--INVITE EACH MINORITY STUDENT TO PARTICIPATE IN MAP

GOAL 6--HAVE AT LEAST 60% OF THE MINORITY STUDENTS ENROLL IN THE MAP

Every black student who enrolled in Gainesville Junior College was invited to participate in the Minority Advising Program. Fall quarter students were invited to attend a kickoff meeting on October 22, 1984 (See Attachment E for memo to students and meeting agenda). At the close of the meeting, the minority students were given the opportunity to enroll in MAP. Those not in attendance were contacted later by written communication or personally to participate. During the early part of winter and spring quarters, all newly

Table 4. NUMBER OF STUDENTS IN MAP UNITS BY QUARTER, 1984-85

| UNIT | FALL QUARTER | WINTER QUARTER | SPRING QUARTER |
|---|---|---|---|
| A | 6 | 6 | 6 |
| B | 8 | 7 | 6 |
| C | 6 | 5 | 7 |
| D | 6 | 4 | 6 |
| E | 7 | 8 | 6 |
| F | 6 | 5 | 6 |
| G | 8 | 6 | 6 |
| H | 2 | 4 | 5 |
| TOTAL PARTICIPANTS | 49 | 45 | 48 |

(Total different persons participating during year = 69)

enrolled black students were contacted and invited to participate in the program.

The contacts made resulted in 65.7% of the black students enrolling in the 1984-85 Minority Advising Program. Thus, goals 1 and 6 were met.

GOAL 2--INSURE THAT MAP PARTICIPANTS ARE INFORMED CONCERNING THE VARIETY OF SERVICES AVAILABLE AT GAINESVILLE JUNIOR COLLEGE.

All eight unit leaders reported they utilized letters,

Table 5. NUMBER OF STUDENTS PARTICIPATING IN MAP ACTIVITIES BY UNIT, 1984-85

| UNIT | NUMBER ACTIVITIES 1 - 3 | 4 or more |
|---|---|---|
| A | 0 | 9 |
| B | 1 | 7 |
| C | 3 | 7 |
| D | 3 | 5 |
| E | 1 | 10 |
| F | 0 | 8 |
| G | 0 | 8 |
| H | 4 | 3 |
| TOTAL | 12 (17.4%) | 57 (82.6%) |

notes, memos, and various other written communications, telephone calls, and informal chats/discussions, to inform their students of the numerous services available and of the many workshops, help sessions, cultural, educational, and social events planned. The unit leaders indicated concerted efforts were made to encourage participation in these events. The MAP coordinator periodically sent information and reminders to the unit leaders to insure that the unit leaders were aware of the relevant activities occurring on campus. Attachment F provides samples of such communications.

Table 6. NUMBER OF TIMES MAP STUDENTS INVOLVED AS REPORTED BY UNIT LEADERS, 1984-85

| ACTIVITY/ACTION[1] | NUMBER TIMES INVOLVED[2] |
|---|---|
| Informal Face-to-Face | 495 |
| Written Communication | 310 |
| Telephone Contact | 29 |
| Unit Meeting | 28 |
| MAP-at-Large Meeting | 39 |
| Academic Assistance | 42 |
| Personal Assistance | 27 |
| Career Assistance | 25 |
| Other | 10 |

[1]See page 2, Attachment B, for definitions of the activities/actions.

[2]Figures reported are for activities/actions through May 17, 1985. Not included are the numerous activities/actions planned to occur the remaining three weeks of Spring Quarter.

Data shown in Table 6 indicate the high volume of communications made via unit leaders. Also, an "Informal Discussion with the President and Dean of the College" meeting was held on April 17, 1985. During this session questions were asked and answered by the President and Dean concerning College services and activities. Both the President and Dean served as unit leaders and actively participated in all MAP-at-large meetings, which allowed numerous opportunities for

interacting regarding all aspects of the College. In Table 5 the level of involvement by MAP students in activities/services is indicated. Four-fifths of the students were involved in four or more activities.

GOAL 3--PROVIDE SPECIAL HELP SITUATIONS AND OPPORTUNITIES (I.E.: TEST-TAKING SKILLS, TIME-MANAGEMENT SKILLS) TO PARTICIPANTS.

Numerous efforts were made toward meeting this goal, including:

(1) The guest speaker at the fall quarter MAP luncheon, Dr. Peter Silver, spoke on "Trends for Employment and Opportunities in the State of Georgia for Blacks."

(2) Dr. Dorothy Yancey spoke during the winter quarter dinner on "The Significance of Black History Month." During her talk, she challenged the students to set high goals, to work toward them, and to have pride in what they are doing.

(3) Workshops were scheduled on financial aid, test-taking skills, preparing for the Regents' Test, Career Decision Making, and Time Management.

(4) One-to-one guidance and counseling took place, and informal chats were held with MAP students by unit leaders as reported by the advisors (Table 6).

Frequently, students were directed to the person(s) where a needed service could be obtained, such as tutoring, assistance in selecting an academic major, personal needs the advisor could not handle, etc.

The MAP students positively perceived the special assistance and the many opportunities to participate in the program activities as indicated by their responses in the student survey. Nearly two-thirds of the respondents felt MAP made it easier to get needed help. Areas in which specific kinds of help were especially received include help with courses, deciding a major, developing better study skills, learning how to use the library, obtaining information about other colleges, and how to get involved with student activities (Table 1).

Also, in Table 1 the data indicate the students responding to the questionnaire express the feeling that the program made them feel the College really cares about them and their personal needs.

Further, the data in Table 2 reflect positive feelings about the program as a whole, and particularly the individual assistance given the students by the unit leaders and through the unit meetings.

GOAL 4--HELP PARTICIPANTS MAINTAIN A MINIMUM 2.00 GPA.

This goal was met as indicated in Item 4 of Table 3. The MAP students are compared with non-participants in various ways in this table. Of particular interest are the data indicating that the average SAT score for the MAP participants (582) was significantly lower than that of the non-participants (660), yet the percentage of participants currently in good academic standing (76.8%) exceeds that of the non-participants (61.0%). These findings are similar to those last year. Too, the percentage of participants passing all courses attempted (53.6%) is significantly higher than

the percentage of all courses passed by non-participants (36.1%). Further, the average GPA at the end of winter quarter for MAP participants was 2.37, while the average GPA for non-participants was 2.22. Considering the lower SAT average of the participants, these differences are noteworthy.

GOAL 5--HAVE THE RETENTION RATE OF MAP STUDENTS AT LEAST EQUAL TO THOSE MINORITY STUDENTS WHO ELECTED NOT TO PARTICIPATE IN THE PROGRAM.

In Items 7 and 8 of Table 3 insight is provided into the retention rate of the MAP participants. By spring quarter 63.9% of the non-participants had dropped out of school while only 31.9% of the MAP participants had dropped out. When the retention data are viewed on a quarterly basis twice as many non-participants dropped out fall quarter (14.5% of the participants, 38.9% of the non-participants), by the end of winter quarter an additional 17.4% of the participants had dropped out while 25% of the non-participants had left G.J.C. Hence, 68.1% of all who enrolled in the 1984-85 MAP program were still taking courses at G.J.C. spring quarter, but only 36.1% of those who chose not to participate in MAP were still enrolled at G.J.C.

The goal to retain the MAP students at least as well as the non-participants was far exceeded.

Conclusion. Gainesville Junior College was able to meet, and in most cases to exceed, the goals set for the 1984-85 Minority Advising Program early fall quarter, 1984. It is believed the earlier systematic

planning, increased structuring of the program, the continuous monitoring of the students' academic performance and frequent informal interactions with the MAP participants, and providing numerous programs and activities to meet student needs were all crucial elements in the general success of the 1984-85 program.

Part IV--Program Plans for 1985-86

As the current year draws to a close and evaluation of this year's Minority Advising Program occurs, some adjustments for the 1985-86 year are planned. The tentative plans are to continue to follow the same basic procedural plan of the past two years, but to effect a modification in the focal population.

For the past two years Gainesville Junior College has included all black students in the primary MAP target population--black sophomore and international students, as well as native American black freshman students. While the MAP program will be open to all black students in 1985-86, tentative plans stipulate that native American black freshman students shall constitute the primary target population.

Several factors, including constraints upon the available resources, and informal feedback from unit leaders and participating students, were influential in the tentative decision to make this adjustment. Of primary signficance is the rather wide-spread expression by "returning" black students of the feeling that services provided to all students via the faculty and staff, academic advisors, Learning Resource Center, Guidance Center, and other GJC resources are

sufficient to meet their needs. Additionally, it is felt that the Gainesville Junior College International Club is better suited to address the peculiar needs of international students than is the Minority Advising Program.

## ATTACHMENTS

A. Cover Letter/Student Questionnaire
B. MAP Activities/Actions Record; Directions/Definitions for MAP Activity Record; MAP Notes on Goals/Objectives Activities
C. Student Survey-Evaluation
D. Unit Leader Survey-Evaluation
E. Communication and Minority Advising Program Agenda, October 22, 1984
F. Sample Communications Regarding Campus Services/Activities

(ATTACHMENT A) p.1

GAINESVILLE JUNIOR COLLEGE

*A Unit of the University System of Georgia*

GAINESVILLE, GEORGIA 30503

*Office of the President*

March 1, 1985

We at GJC miss you this quarter. We are sending you this questionnaire in the hope that your comments will help us to continue our efforts to meet the educational needs of our students.

Would you take a few minutes of your time to answer these questions and return the questionnaire in the enclosed stamped envelope by March 15? If you have any questions regarding this survey, please call my office at 535-6210.

We appreciate your assistance in responding to this questionnaire. If we can be of further assistance in your educational and professional careers, please let us know.

Sincerely,

J. Foster Watkins

J. Foster Watkins
President

JFW/ed
Enclosures

AN AFFIRMATIVE ACTION/EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY INSTITUTION

GAINESVILLE JUNIOR COLLEGE (ATTACHMENT A) p.2

Student Questionnaire

YOU HAVE BEEN MISSED AT GJC THIS QUARTER! As a part of our continuing effort to meet the educational needs of our students in the best way possible, we would appreciate your responding to the questions below. When completed, please return to GJC in the enclosed, stamped envelope as soon as possible but no later than March 15.

1. Do you plan to return to GJC in the near future?

   ____a. YES...if yes, (1) when do you expect to return? _____
   (2) check any mailings you would like to receive:
   __(a) Application __(d) Financial Aid Information
   __(b) Catalog __(e) Advisor's name
   __(c) Schedule for _____ Qtr. __(f) Other. Please indicate: ____ _____

   ____b. NO

   ____c. DON'T KNOW...if you are uncertain, would you like to talk with an advisor?
   __(1) Yes...my phone number is: _____
   __(2) No

* * * * * * * * * * * * * *

2. Below is a list of factors frequently mentioned by students as having influenced their decision not to return to GJC. Please:

   a. Check any of the factors that influenced YOUR decision not to return to GJC this quarter

   THEN

   b. CIRCLE the ONE factor that most influenced your decision not to return to GJC this quarter

__a. Financial reasons
__b. Job offer
__c. Change in work hours
__d. Course(s) too difficult
__e. Didn't like course(s)
__f. Not enough time for study
__g. Personal/family problems not related to College experience
__h. Health reasons
__i. Moved...not convenient to continue at GJC
__j. Transportation complications
__k. Class(es) cancelled
__l. Completed coursework needed at GJC
__m. Could not take course(s) at times scheduled this quarter
__n. Course(s) needed not offered this quarter
__o. Transient student--returned to my home school
__p. Career plans changed
__q. Other. Please state: _____ _____ _____

* * * * * * * * * * * * * *

3. What are you doing NOW? (Please check all that apply)

   __a. Homemaker
   __b. Taking classes...if going to school, please indicate where: _____ _____
   __c. Working...if working, please indicate:
   (1) approximate number of hours per week: _____
   (2) where employed: _____
   (3) type of job: _____
   __d. Other. Please specify: _____ _____

* * * * * * * * * * * * * *

4. Please make any comments on the back of this sheet concerning your experience at GJC, including any ways you feel GJC could better meet the educational needs of you and other persons in this area.

* * * * * * * * * * * * * *

PLEASE MAKE ANY CORRECTIONS needed on this mailing label. Place this questionnaire in the enclosed envelope and mail to Gainesville Junior College by March 15.

THANK YOU!!!

BEST COPY AVAILABLE

MAP ADVISOR _____

GAINESVILLE JUNIOR COLLEGE
MAP ACTIVITY/ACTION RECORD FOR _____ QUARTER
PART I

| TUDENT | ACTIVITY/ACTION[1] | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Informal Face-to-Face (A) | Written Communication (B) | Telephone Contact (C) | Unit Meeting (D) | MAP-at-Large Mtg. (E) | Academic Assistance (F) | Personal Assistance (G) | Career Assistance (H) | Other- Record date then specify on back (I) |
| | TALLY ONLY | | | LIST DATES ONLY - write details on back | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

ATTACHMENT B

26

27

[1]See attached sheet for directions and definitions of activities/actions

(OVER for PART II)

MAP ACTIVITY RECORD—PART II
(Descriptions of Activitions/Actions)

| DATE | DESCRITION OF ACTIVITY/ACTION | COMMENTS |
|---|---|---|
| | | |

GAINESVILLE JUNIOR COLLEGE
DIRECTIONS/DEFINITIONS
for
MAP ACTIVITY RECORD

I. DIRECTIONS: Please record any and all contacts made with each of your MAP advisees on Part I. The informal, written, and telephone contacts may be merely tallied. If possible, record the date of the other activities for each student who participates. On Part II (back of sheet), please list the type of activity the student participated in by dates. (Examples: if your MAP student participated in the financial aid workshop, write the date and "student attended financial aid workshop"; or, if you held a unit meeting on 10/27, indicate date and what you did--"had coffee/donuts" or "get acquainted session" or "informal rap session," etc.)

II. DEFINITIONS:

A. Informal face-to-face: this refers to any informal contact made with an advisee in which interaction occurs--a chat in the hall, a brief visit in your office by the student, interaction with the student after class, etc.

B. Written: any written notes, cards, memos, invitations, letters, etc. sent to advisees.

C. Telephone: conversations via telephone, whether initiated by advisee or advisor.

D. Unit Meeting: planned sessions with all or part of the group assigned to the unit which are primarily social in nature. Other types of unit sessions may be reflected under F, G, H, & I.

E. MAP-at-Large Meetings: MAP orientation, luncheon, dinner, any program or function initiated for the MAP advisee group as a whole.

F. Academic Assistance: contacts made which involve assisting/counseling concerning the student's academic situation. Include attendance at workshops, any referrals made to other departments, areas, or persons for help, workshops attended, etc. for study skills, time management, etc.

G. Personal Assistance: contacts which involve personal assistance, advisement, counseling. Include referrals made to others for assistance, workshops attended (as the financial aid program).

H. Career Assistance: contacts which involve career exploration, advisement, counseling. Include attendance at workshops, referrals for assistance in Guidance Office, etc.

I. Other: any contacts made with advisees which are not covered in the preceding situations should be recorded in this section. Record date then briefly specify in Part II what the "other" contact involved.

MAP GOALS/OBJECTIVES
1984-85

Below is a listing of the Goals/Objectives as developed by the Goals/Objectives Subcommittee. Part of the program evaluation will involve looking at how well we have met them throughout the year:

1. ...to invite each minority student to participate in MAP.

2. ...to insure that MAP participants are informed concerning the variety of services available at Gainesville Junior College.

3. ...to provide special help situations and opportunities (i.e.: test-taking skills, time management skills) to participants.

4. ...to help participants maintain a minimum 2.00 GPA.

5. ...to have the retention rate of MAP participants at least equal to those minority students who elected not to participate in the program.

6. ...to have at least 60% of the minority students enrolled in the MAP.

NOTE: You will be asked toward the end of next quarter what, if any, action you might have taken with your advisees that was related particularly to goals/objectives Nos. 2, 3, (will be reported on record sheet), and 4. As you work with your students, please make notations on the attached so our evaluation/review at the end of the year will accurately reflect as best possible what we have done. THANKS.

GAINESVILLE JUNIOR COLLEGE
NOTES ON GOALS/OBJECTIVES ACTIVITIES
1984-85

MAP ADVISOR_____ QUARTER_____

I. Activities/Actions related to GOAL/OBJECTIVE NO. 2

...."to insure that MAP participants are informed concerning the variety of services available at GJC."

II. Activities/Actions related to GOAL/OBJECTIVE NO. 4

..."to help participants maintain a minimum 2.00 GPA."

III. Activities/Actions related to GOALS/OBJECTIVES No. 1,5,6, i any

Goal/Objective No. Activity/Action

IV. Additional Comments/Information

(ATTACHMENT C)

MINORITY ADVISING PROGRAM
1984-1985

Student Survey - Evaluation

1. Name_____Unit Leader's Name_____

2. Check your status in 1984-85: Freshman____ Sophomore____

3. Circle the quarters enrolled in GJC: Fall Winter Spring

4. Circle the quarters you participated in the Minority Advising Program: Fall Winter Spring

5. Evaluate each of the following activities, using the scale:

(Very Poor) 1 2 3 4 5 (Very Good)

(Enter a zero (Ø) if you did not attend/participate.)

____a. The meeting (groups or individually) Fall, Winter, OR Spring Quarter at which information about the program was provided.
____b. Fall Quarter Luncheon and guest speaker, Doctor Peter Silver.
____c. "Black History Month" Dinner and guest speaker, Doctor Dorothy Yancey.
____d. Entertainment Program: Harambee Singers
____e. Meeting (informal discussion) with the President and Dean
____f. Note: Check (X) this item IF YOU PLAN TO ATTEND THE SPRING QUARTER PICNIC ON MAY 29.
____g. Telephone contacts from GJC between quarters.
____h. Meetings with your Unit.
____i. Individual assistance of your Unit Leader.

6. Approximately how many times did you:

____a. Meet with your Unit.
____b. Talk with your Unit Leader, individually.
____c. Talk with your Unit Leader BY TELEPHONE about some "problem", need/concern.

continued ...

7. In what general ways was the program helpful (Check ALL that apply)

____a. Made me feel that the College really cares about me and my personal needs.

____b. Made it easier to get help if needed.

____c. Helped me to ENJOY being a student at GJC

____d. Helped me to BE MORE SUCCESSFUL in my college work

____e. Other:_____

8. What specific kinds of help did you receive (Check ALL that apply):

____Help with one or more of my courses

____Deciding on a college major

____Developing better study skills

____Deciding on a Career

____Learning how to use the Library

____Finding a part-time job

____Finding a place to live while attending GJC

____Transportation/car-pool arrangements

____Time management----Planning my daily schedule

____How to get involved with student activities: Clubs, intramurals, etc.

____Assistance with personal or family problems

____Better management of finances

____Obtaining information about other colleges

____Other:_____

9. How would you rate the overall effectiveness of the Program (circle your choice):

(Very Poor) 1 2 3 4 5 (Very Good)

10. What changes or additions would you suggest for next year?

(ATTACHMENT D)

MINORITY ADVISING PROGRAM

1984-1985

Unit Leader Survey - Evaluation

1. Name_____

2. How many students were in your Unit:

Fall Quarter_____ Winter Quarter_____ Spring Quarter _____

3. Evaluate each of the following activities:

(Very Poor) 1 2 3 4 5 (Very Good)

(Enter a Zero (0) if you did not attend/participate)

_____a. The meeting (groups or individually) Fall, Winter, OR Spring Quarter at which information about the program was provided.

_____b. Fall Quarter Luncheon and guest speaker, Doctor Peter Silver.

_____c. "Black History Month" Dinner and guest speaker, Doctor Dorothy Yancey.

_____d. Entertainment Program: Harambee Singers

_____e. Meeting (informal discussion) with the President and Dean.

_____f. Note: Check (X) this item IF YOU PLAN TO ATTEND THE SPRING QUARTER PICNIC ON MAY 29.

_____g. Telephone contacts from GJC between quarters.

_____h. Meetings with your Unit.

_____i. Individual assistance of your Unit Leader.

4. Using the scale in item #3, indicate the extent to which you feel the program was effective in:

_____a. Helping students feel the college really cares about them and their personal needs.

_____b. Making it easier for students to get help, if needed.

_____c. Helping students ENJOY being a student at GJC.

_____e. Other_____

_____

5. How would you rate the overall effectiveness of the program (circle):

(Very Poor) 1 2 3 4 5 (Very Good)

OVER

6. What changes or additions would you suggest for next year?

7. Are you willing to serve as a Unit Leader during the 1985-1986 year?_____

(ATTACHMENT E) p. 1

# GAINESVILLE JUNIOR COLLEGE

A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

P.O. Box 1358
Gainesville, Georgia 30503

Telephone 404/536-5226

October 12, 1984

MEMORANDUM

TO:

FROM: Doyle Webb

You are requested to attend a meeting of all GJC minority students on Monday, October 22, at 12:00 noon. The meeting will be in the Lanier Room, which is located in the Student Center, behind the fireplace.

The purpose of the meeting is to provide information and respond to your questions about the Minority Advising Program at Gainesville Junior College. You also will have the opportunity at the meeting to "sign up" to participate in this year's program. The Minority Advising Program is designed to help the College become aware of the needs of minority students so that we can better respond to those needs.

A survey of last year's participants indicates that the program was successful. More than 90 percent of the students completing the survey said the program made them feel the College really cared about them, made it easier for them to get help when needed, and helped them to enjoy being a student at GJC. More than half indicated that their participation in the program helped them to be more successful in their academic work. Comparison of participant with minority student non-participant records seems to confirm that the program was, indeed, beneficial to students, academically.

We're expecting another good year in the Minority Advising Program and hope you will help make it so. Please encourage your friends to come with you to the "kick-off" meeting. Incidentally, this will not be a luncheon meeting, but light refreshments will be served. I look forward to seeing you in the Lanier Room at 12:00 noon on Monday, October 22.

TDW/rdc



An Affirmative Action/Equal Employment and Educational Opportunity Institution

(ATTACHMENT E)

# MINORITY ADVISING PROGRAM

## REVISED AGENDA - OCTOBER 22, 1984 - 12:00 NOON - LANIER ROOM

NAME TAGS AND REFRESHMENTS (AS STUDENTS AND STAFF ASSEMBLE)
TOMMIE HENLEY AND HER ASSISTANTS

WELCOME - BRIEF OVERVIEW OF MAP - INTRODUCTION OF MAP STAFF
DOYLE WEBB

COMMENTS BY THE PRESIDENT
FOSTER WATKINS

COMMENTS BY 1983-84 STUDENT PARTICIPANTS
KIM PITTS
BEN JONES

COMMENTS BY 1983-84 STAFF PARTICIPANT
FRANCES MEADOWS

COMMENTS REGARDING ACCOMPLISHMENTS IN 1983-84
NORMA SEERLEY

PRELIMINARY PLANS FOR 1984-85
TOMMIE HENLEY

QUESTIONS AND DISCUSSION
STUDENTS AND STAFF

PROCEDURE FOR ENROLLMENT AND FORMATION OF GROUPS
DOYLE WEBB

(ATTACHMENT E) p2

# MINORITY ADVISING PROGRAM

## REVISED AGENDA - OCTOBER 22, 1984 - 12:00 NOON - LANIER ROOM

NAME TAGS AND REFRESHMENTS (AS STUDENTS AND STAFF ASSEMBLE)
TOMMIE HENLEY AND HER ASSISTANTS

WELCOME - BRIEF OVERVIEW OF MAP - INTRODUCTION OF MAP STAFF
DOYLE WEBB

COMMENTS BY THE PRESIDENT
FOSTER WATKINS

COMMENTS BY 1983-84 STUDENT PARTICIPANTS
KIM PITTS
BEN JONES

COMMENTS BY 1983-84 STAFF PARTICIPANT
FRANCES MEADOWS

COMMENTS REGARDING ACCOMPLISHMENTS IN 1983-84
NORMA SEERLEY

PRELIMINARY PLANS FOR 1984-85
TOMMIE HENLEY

QUESTIONS AND DISCUSSION
STUDENTS AND STAFF

PROCEDURE FOR ENROLLMENT AND FORMATION OF GROUPS
DOYLE WEBB

# MINORITY ADVISING PROGRAM ACTIVITIES

## SPRING QUARTER 1985

**Wednesday, April 17** - Discussions With The President-and Dean
For: MAP Students and Staff
Time: 11:00 a.m.
Place: Laker Room
Dr. Foster Watkins and Dr. Stephen Gurr

**Tuesday, April 23** - Workshop: "Regents' Test Preparation"
For: All First-Time Regents' Test Applicants
Times: 11:00 a.m. and 5:00 p.m.
Place: Laker Room
Leader: Dr. Katherine Fuller

**Wednesday, May 1** - Workshop: "Applying For Financial Aid---NOW Is The Best Time"
For: All interested students/faculty/staff
Time: 11:00 a.m.
Place: Laker Room
Leader: Mr. Steve Langston

**Wednesday, May 15** - Workshop: "Time Management"
For: All interested students/faculty/staff
Time: 11:00 a.m.
Place: Laker Room
Leader: Dr. Louise Holcomb

**Wednesday, May 22** - Picnic Lunch and Social Hour
For: MAP Participants, Staff, and Invited Guests
Time: 11:00 a.m.
Place: On the Lawn
(In case of inclement weather--Laker Room)
Host: Dr. Foster Watkins

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(ATTACHMENT F) p.3


# GAINESVILLE JUNIOR COLLEGE

A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

P.O. Box 1358
Gainesville, Georgia 30503

Telephone 404/536-5226


January 28, 1985

MEMORANDUM

TO: MAP STUDENTS

FROM: TomAllene Henley T.H.

REGARDING: Dinner Meeting

We have a special treat in store for us this quarter!! All MAP students and advisors are invited to a dinner which will immediately precede the first program of Black History Celebration. The dinner will be at 7:00 p.m. on Monday night, February 4, in the GJC Faculty Dining Room.

Immediately after dinner we will be entertained by the Harambee Singers and hear an address by Doctor Dorothy Yancey. The general public will be invited to this part of the evening activities.

I am also enclosing a copy of the program for GJC Black History Month, I hope you will participate by attending the various programs.

Another bit of information: United Parcel Service will be interviewing for jobs in this area. They are in need of minority workers so here's a good opportunity for you. Come sign the list for the interviews which will be held on February 4 beginning at 10:00 a.m.

* Please call me (535-6269) or come by the Guidance Center and let me know if you will attend the dinner on February 4. I will need your answer by Friday, February 1!

TAH:sh
Enclosure

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# LOOK what's happening for MAP (and others interested) students!!

(1) Wednesday, April 17 - 11:00 -- Informal time with GJC's President and Dean. ....Come ask questions, share ideas, just visit!! -- Laker Room

(2) Tuesday, April 23 - 11:00 and 5:00 -- Regents Test Workshop - Laker Room -- for all who plan to take the Regent's Test this Quarter

(3) Wednesday, May 1 - 11:00 -- Financial Aide Discussion Session with Mr. Steve Langston

(4) Thursday, May 2 - 11:00 -- Dr. Seerley's MAP group meeting informally in Dr. Seerley's office (A162)

(5) Wednesday, May 15 - 11:00 -- Time Management -- Come learn how to better manage time with Dr. Holcomb

6) Wednesday, May 29 - 11:00 -- PICNIC DAY

....on campus lawn.... more details later! Casual.... no cost to MAP students... entertainment

Mark your calendar to attend as many activities as you can!

(ATTACHMENT E) p.5

# GAINESVILLE JUNIOR COLLEGE

A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA

P.O. Box 1358
Gainesville, Georgia 30503

Telephone 404/536-5226

November 5, 1984

Dear

Our GJC Minority Advisement Program is organized and I am happy to have you in my small discussion group.

The members of our group are:

Pamela Atkinson
Stan Harrison
Cynthia Jordan
Dallas Pope
Timothy Tabor

Our first group meeting will be Wednesday, November 7 at 1:00 PM in the Guidance Center. I have invited Mr. Claude Barnes to attend this first meeting with us. If you have a friend you would like to bring please do so.

Also plan to attend our fall minority luncheon November 15 at 12:00 in the Laker Room. We have a guest speaker from Kennesaw College scheduled to talk about the career opportunities for Blacks in Georgia.

Hope to see you Wednesday at 1:00.

Sincerely,

TomAllene Henley

cc: Mr. Barnes

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An Affirmative Action/Equal Employment and Educational Opportunity Institution

FINANCING A COLLEGE EDUCATION

Steve Langston, GJC's Financial Aid Administrator, will present information on procedures for applying for financial aid for the 1985-86 school year.

Discussion will include:

- Appropriate forms to be completed
- Locating private sources of aid
- Transfering to other schools
- What a Financial Aid Administrator uses to determine eligibility for aid
- Applying for non-need scholarships

Meeting will be in the Laker Room in the Student Activity Center at 12 o'clock noon on Thursday, January 17.

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ERIC Clearinghouse for Junior Colleges
JUL 12 1985